TEACHING AND TEACHER EDUCATION

An International Journal of Research and Studies

Volume 22, 2006

List of Contents, Author Index and Subject Index

ELSEVIER

doi:10.1016/S0742-051X(06)00139-9

TEACHING AND TEACHER EDUCATION

An International Journal of Research and Studies

Founding Editor
NATHANIEL L GAGE

Editors:
SARA DELAMONT
School of Social Sciences, Cardiff University, Glamorgan Building, King Edward VII Avenue, Cardiff CF10 3WT, UK
JOHN FITZ
School of Social Sciences, Cardiff University, Glamorgan Building, King Edward VII Avenue, Cardiff CF10 3WT, UK
LESLEY PUGSLEY
Wales College of Medicine, Cardiff University, Heath Park, Cardiff CF14 4XN, UK

Associate Editors:
MARY LYNN HAMILTON
Department of Teaching and Leadership, University of Kansas, 344 JRPearson Hall, 1122 West Campus Road, Lawrence, Kansas 66045, USA
GEERT KELCHTERMANS
Center for Educational Policy and Innovation, University of Leuven, Vesaliusstraat 2, B-3000 Leuven, Belgium
JENNIFER GORE
School of Education, Room HA80 Hunter Building, University of Newcastle, Callaghan Campus 2308, NSW Australia

Research Notes Editor:
NEIL SELWYN
School of Social Sciences, Cardiff University, Glamorgan Building, King Edward VII Avenue, Cardiff CF10 3WT, UK

North American Book Review Editors
V. Darleen Opfer, *The Ohio Collaborative, Ohio State University, 150 Arps Hall, 1945 N. High St., Columbus, OH 43201, USA*
Heather Davis, *School of Educational Policy and Leadership, Ohio State University, 165 A Ramseyer Hall, 29 W. Woodruff Ave, Columbus, OH 43085, USA*
European Book Review Editor
Kate Stewart, *Lecturer in Medical Sociology, Cardiff University, School of Dentistry, Heath Park, Cardiff CF14 4XY, UK*
Editorial Assistant: Angela Jones
School of Social Sciences, Cardiff University, Glamorgan Building, King Edward VII Avenue, Cardiff CF10 3WT, UK; E-mail: Tate@cardiff.ac.uk

International Editorial Board

Robin J. Alexander
University of Cambridge, UK

Adrienne Alton-Lee
Victoria University of Wellington, New Zealand

Baljit Kaur
University of Canterbury, UK

Beatrice Avalos
Las Condes Santiago, Chile

Miriam Ben-Peretz
University of Haifa, Israel

Hilda Borko
University of Colorado, USA

Rainer Bromme
Universitaet Muenster, Germany

Jere E Brophy
Michigan State University, USA

Robert Bullough
Brigham Young University, USA

Jean Clandinin
University of Alberta, Canada

Renee T. Clift
University of Illinois at Urbana-Champaign, USA

Christopher Day
University of Nottingham Nottingham

Freema L Elbaz
University of Haifa, Israel

John Elliott
University of East Anglia, UK

Vince Ham
CORE Education, New Zealand

David Hansen
University of Illinois at Chicago, USA

Asa G Hilliard
Georgia State University, USA

Gaea Leinhardt
University of Pittsburgh, USA

Sverker Lindblad
University of Göteborg, Sweden

Max van Manen
University of Alberta, Canada

Donald I McIntyre
University of Cambridge, UK

Greta Morine-Dershimer
University of Virginia, USA

Helen Phtiaka
University of Cyprus, Cyprus

Rafael Porlan
Ariza Universidad de Sevilla, Spain

Jo-Anne Reid
Charles Sturt University, Australia

Jennifer Sumison
Charle's Sturt University, Australia

Nico Verloop
Leiden University, The Netherlands

Philip Winne
Simon Fraser University, Canada

Sim Wong-Kooi
University of Brunei Darussalam, Brunei

Caroline Wragg
University of Exeter,UK

Dominic Wyse
University of Cambridge, Cambridge

Theo Wubbels
Universiteit Utrecht, Netherlands

Frequency: Published 8 issues per annum in January, February, April, May, July, August, October and November

© **2006 Elsevier Ltd. All rights reserved.**

Publication Information: Teaching and Teacher Education (ISSN 0742-051X). For 2006, volume 22 is scheduled for publication. Subscription prices are available upon request from the Publisher or from the Regional Sales Office nearest you or from this journal's website (http://www.elsevier.com/locate/tate). Further information is available on this journal and other Elsevier products through Elsevier's website: (http://www.elsevier.com). Subscriptions are accepted on a prepaid basis only and are entered on a calendar year basis. Issues are sent by standard mail (surface within Europe, air delivery outside Europe). Priority rates are available upon request. Claims for missing issues should be made within six months of the date of dispatch.

ELSEVIER

Teaching and Teacher Education 22 (2006) III–IX

TEACHING AND TEACHER EDUCATION

www.elsevier.com/locate/tate

CONTENTS OF VOLUME 22

Number 1

Marie-Christine Opdenakker and Jan Van Damme	1	Teacher characteristics and teaching styles as effectiveness enhancing factors of classroom practice
Elizabeth K. Wilson	22	The impact of an alternative model of student teacher supervision: Views of the participants
Sima Yogev and Abraham Yogev	32	Teacher educators as researchers: A profile of research in Israeli teacher colleges versus university departments of education
Diane L. Schnelker	42	The student-as-bricoleur: Making sense of research paradigms
Lars-Erik Malmberg	58	Goal-orientation and teacher motivation among teacher applicants and student teachers
Cheryl Sim	77	Preparing for professional experiences—incorporating pre-service teachers as 'communities of practice'
Janice H. Rippon and Margaret Martin	84	What makes a good induction supporter?
Anne R. Freese	100	Reframing one's teaching: Discovering our teacher selves through reflection and inquiry
Lynn Isenbarger and Michalinos Zembylas	120	The emotional labour of caring in teaching

Number 2

Patricia L. Bullock and Debra M. Freedman	135	(Re)visions to a secondary teacher education course: Trials and triumphs in attempting to disrupt hegemonic understandings and performances of education
M.B. Postholm	150	Assessment during project work
Orly Michael	164	Multiculturalism in schools: The professional absorption of immigrant teachers from the former USSR into the education system in Israel

Evan M. Glazer and Michael J. Hannafin 179 The collaborative apprenticeship model: Situated professional development within school settings

Clarissa S. Thompson 194 Powerful pedagogy: Learning from and about teaching in an elementary literacy course

Lucy Mule 205 Preservice teachers' inquiry in a professional development school context: Implications for the practicum

Maria Assunção Flores and Christopher Day 219 Contexts which shape and reshape new teachers' identities: A multi-perspective study

Johanne Myles, Liying Cheng and Hong Wang 233 Teaching in elementary school: Perceptions of foreign-trained teacher candidates on their teaching practicum

Heikki Kynäslahti, Pertti Kansanen, Riitta Jyrhämä, Leena Krokfors, Katriina Maaranen and Auli Toom 246 The multimode programme as a variation of research-based teacher education

Essay reviews

Lisa A. Mazzei 257 Democratic dialogue in education: troubling speech, disturbing silence

E. Straub 258 (Ed.); The Flickering Mind: The false promise of technology in the classroom and how learning can be saved

Number 3

Catherine Sinclair, Martin Dowson and Judith Thistleton-Martin 263 Motivations and profiles of cooperating teachers: Who volunteers and why?

Elizabeth A. Davis 281 Characterizing productive reflection among preservice elementary teachers: Seeing what matters

Joyce Fleck Long and Anita Woolfolk Hoy 303 Interested instructors: A composite portrait of individual differences and effectiveness

Patrick White, Stephen Gorard and Beng Huat See 315 What are the problems with teacher supply?

Maureen Robinson and Wendy McMillan 327 Who teaches the teachers? Identity, discourse and policy in teacher education

Billie Eilam and Yael Poyas 337 Promoting awareness of the characteristics of classrooms' complexity: A course curriculum in teacher education

Gary Wilson and John I'Anson 353 Reframing the practicum: Constructing performative space in initial teacher education

Chin-Chung Tsai 363 Reinterpreting and reconstructing science: Teachers' view changes toward the nature of science by courses of science education

Nurit Gal 377 The role of Practicum supervisors in behaviour management education

Number 4

Barbara L. Bales 395 Teacher education policies in the United States: The accountability shift since 1980

I.M. Van Eekelen, J.D. Vermunt and H.P.A. Boshuizen 408 Exploring teachers' will to learn

Ros Fisher 424 Plus ça change: Change and continuity in literacy teaching

Rosária Justi and Jan van Driel 437 The use of the Interconnected Model of Teacher Professional Growth for understanding the development of science teachers' knowledge on models and modelling

Alexis Taylor 451 Perceptions of prospective entrants to teacher education

Suzy Edwards and Marie Hammer 465 Laura's story: Using Problem Based Learning in early childhood and primary teacher education

V.J. García-Morales, F.J. Lopez-Martín and R. Llamas-Sánchez 478 Strategic factors and barriers for promoting educational organizational learning

Jane Johnston and Maija Ahtee 503 Comparing primary student teachers' attitudes, subject knowledge and pedagogical content knowledge needs in a physics activity

Panayiotis Angelides, Tasoula Stylianou and Paul Gibbs 513 Preparing teachers for inclusive education in Cyprus

Sara Delamont 523 Ted wragg: An appreciation

Number 5

Special Issue
Graham Nuthall's Legacy: Understanding Teaching and Learning

Baljit Kaur 525 Editorial

Jere Brophy 529 Graham Nuthall and social constructivist teaching: Research-based cautions and qualifications

Jean C. McPhail and Annemarie Sullivan Palincsar 538 Minds and more: Extending the scholarship of Graham Nuthall

Alan Davis 547 Crossing divides: The legacy of Graham Nuthall

Barak Rosenshine 555 The struggles of the lower-scoring students

Greta Morine-Dershimer 563 Using the Nuthall lens on learning to sharpen perceptions of teacher education practice

E. Rathgen 580 In the voice of teachers: The promise and challenge of participating in classroom-based research for teachers' professional learning

Sue Collins and Veronica O'Toole 592 The use of Nuthall's unique methodology to better understand the realities of children's classroom experience

Adrienne Alton-Lee 612 How teaching influences learning: Implications for educational researchers, teachers, teacher educators and policy makers

Number 6

Steven Z. Athanases and Kathleen J. Martin 627 Learning to advocate for educational equity in a teacher credential program

Geert T.M. ten Dam and Sarah Blom 647 Learning through participation. The potential of school-based teacher education for developing a professional identity

Mary Kooy 661 The telling stories of novice teachers: Constructing teacher knowledge in book clubs

Tony Brown 675 Negotiating psychological disturbance in preservice teacher education

Elizabeth Bifuh Ambe 690 Fostering multicultural appreciation in preservice teachers through multicultural curricular transformation

Anjum Halai 700 Mentoring in-service teachers: Issues of role diversity

Melody J. Shank 711 Teacher storytelling: A means for creating and learning within a collaborative space

Isaac A. Friedman 722 The bi-polar processional self of aspiring teachers: Mission and power

Terhi Saaranen, Kerttu Tossavainen, Hannele Turunen and Harri Vertio 740 Occupational wellbeing in a school community—Staff's and occupational health nurses' evaluations

Number 7
Part Special Issue
Marginalised Pedagogues?: International Studies of the Work and Identities of Contemporary Educators Teaching 'Minority' Learners

Emilio A. Anteliz, Phyllida Coombes and Patrick Alan Danaher 753 Editorial

Phyllida Coombes and Geoff Danaher 759 From the margins to the centre: The power of transformative learning in Australia

June A. Gordon 766 Assigned to the margins: Teachers for minority and immigrant communities in Japan

Abdurrahman Umar 777 The teacher education curriculum and the world of work: A study of teachers of disadvantaged children in Nigeria

Francesca Gobbo 788 Along the margins, across the borders: Teaching and learning among Veneto *attrazionisti viaggianti* in Italy

Alberto J. Rodriguez 804 The politics of domestication and curriculum as pasture in the United States

Gerald J. Brunetti 812 Resilience under fire: Perspectives on the work of experienced, inner city high school teachers in the United States

André P. Grace 826 Writing the queer self: Using autobiography to mediate inclusive teacher education in Canada

Helen Currie 835 'Minorities', 'margins', 'misfits' and 'mainstreams'

General papers

Albert J. Duchnowski, Krista Kutash, Susan Sheffield and Bobbie Vaughn 838 Increasing the use of evidence-based strategies by special education teachers: A collaborative approach

Matthew Miller, G. Williamson McDiarmid and Sally Luttrell-Montes 848 Partnering to prepare urban math and science teachers: Managing tensions

Megan Blumenreich and Beverly Falk 864 Trying on a new pair of shoes: Urban teacher–learners conduct research and construct knowledge in their own classrooms

Wouter Schelfhout, Filip Dochy, Steven Janssens, Katrien Struyven, Sarah Gielen and Eline Sierens 874 Educating for learning-focused teaching in teacher training: The need to link learning content with practice experiences within an inductive approach

Andrew Noyes 898 Using metaphor in mathematics teacher preparation

Anthony Clarke 910 The nature and substance of cooperating teacher reflection

Laurel D. Puchner and Ann R. Taylor 922 Lesson study, collaboration and teacher efficacy: Stories from two school-based math lesson study groups

Yeung Suk Lee, Jeesook Baik and Rosalind Charlesworth 935 Differential effects of kindergarten teacher's beliefs about developmentally appropriate practice on their use of scaffolding following inservice training

S. Aslı Özgün-Koca and Ahmet İlhan Şen 946 The beliefs and perceptions of pre-service teachers enrolled in a subject-area dominant teacher education program about "Effective Education"

Number 8

Daniel Muijs and Alma Harris 961 Teacher led school improvement: Teacher leadership in the UK

Molly E. Romano 973 "Bumpy moments" in teaching: Reflections from practicing teachers

Clive Harber and Jeff Serf 986 Teacher education for a democratic society in England and South Africa

Kenneth M. Tyler, A. Wade Boykin and Tia R. Walton 998 Cultural considerations in teachers' perceptions of student classroom behavior and achievement

Garry Hoban and Geoff Hastings 1006 Developing different forms of student feedback to promote teacher reflection: A 10-year collaboration

Fred Korthagen, John Loughran and Tom Russell 1020 Developing fundamental principles for teacher education programs and practices

David W. Chan 1042 Emotional intelligence and components of burnout among Chinese secondary school teachers in Hong Kong

Jennifer Harrison, Sue Dymoke and Tony Pell 1055 Mentoring beginning teachers in secondary schools: An analysis of practice

Ayşe Ottekin Demirbolat 1068 Education faculty students' tendencies and beliefs about the teacher's role in education: A case study in a Turkish University

Catherine De Rijdt, Eva Tiquet, Filip Dochy and Maurice Devolder 1084 Teaching portfolios in higher education and their effects: An explorative study

Kathryn Castle 1094 Autonomy through pedagogical research

Judith Haymore Sandholtz and Samantha Paredes Scribner 1104 The paradox of administrative control in fostering teacher professional development

Barbara Graham 1118 Conditions for successful field experiences: Perceptions of cooperating teachers

Ellen McIntyre and Diane W. Kyle 1130 The success and failure of one mandated reform for young children

Jonathan Rix 1145 Simplified language materials—Their usage and value to teachers and support staff in mainstream settings

I 2006 Contents, Author Index and Subject Index

ELSEVIER

Teaching and Teacher Education 22 (2006) X–XI

TEACHING AND TEACHER EDUCATION

www.elsevier.com/locate/tate

Author Index

Ahtee, M. 503
Alton-Lee, A. 612
Ambe, E.B. 690
Angelides, P. 513
Anteliz, E.A. 753
Aslı Özgün-Koca, S. 946
Athanases, S.Z. 627

Baik, J. 935
Bales, B.L. 395
Blom, S. 647
Blumenreich, M. 864
Boshuizen, H.P.A. 408
Brophy, J. 529
Brown, T. 675
Brunetti, G.J. 812
Bullock, P.L. 135

Castle, K. 1094
Chan, D.W. 1042
Charlesworth, R. 935
Cheng, L. 233
Clarke, A. 910
Collins, S. 592
Coombes, P. 753, 759
Currie, H. 835

Danaher, G. 759
Danaher, P.A. 753
Davis, A. 547
Davis, E.A. 281
Day, C. 219
De Rijdt, C. 1084
Delamont, S. 523
Demirbolat, A.O. 1068
Devolder, M. 1084
Dochy, F. 874, 1084
Dowson, M. 263
Duchnowski, A.J. 838
Dymoke, S. 1055

Edwards, S. 465
Eilam, B. 337

Falk, B. 864
Fisher, R. 424
Flores, M.A. 219
Freedman, D.M. 135
Freese, A.R. 100
Friedman, I.A. 722

Gal, N. 377
García-Morales, V.J. 478
Gibbs, P. 513
Gielen, S. 874
Glazer, E.M. 179
Gobbo, F. 788
Gorard, S. 315
Gordon, J.A. 766
Grace, A.P. 826
Graham, B. 1118

Halai, A. 700
Hammer, M. 465
Hannafin, M.J. 179
Harber, C. 986
Harris, A. 961
Harrison, J. 1055
Hastings, G. 1006
Hoban, G. 1006
Hoy, A.W. 303

I'Anson, J. 353
Ilhan Şen, A. 946
Isenbarger, L. 120

Janssens, S. 874
Johnston, J. 503
Justi, R. 437
Jyrhämä, R. 246

Kansanen, P. 246
Kaur, B. 525
Kooy, M. 661
Korthagen, F. 1020
Krokfors, L. 246
Kutash, K. 838
Kyle, D.W. 1130
Kynäslahti, H. 246

Llamas-Sánchez, R. 478
Long, J.F. 303
Lopez-Martín, F.J. 478
Loughran, J. 1020
Luttrell-Montes, S. 848

Maaranen, K. 246
Malmberg, L.-E. 58
Martin, K.J. 627
Martin, M. 84
Mazzei, L.A. 257
McDiarmid, G.W. 848
McIntyre, E. 1130
McMillan, W. 327
McPhail, J.C. 538
Michael, O. 164
Miller, M. 848
Morine-Dershimer, G. 563
Muijs, D. 961
Mule, L. 205
Myles, J. 233

Noyes, A. 898

Opdenakker, M.-C. 1
O'Toole, V. 592

Palincsar, A.S. 538
Pell, T. 1055
Postholm, M.B. 150
Poyas, Y. 337
Puchner, L.D. 922

Rathgen, E. 580
Rippon, J.H. 84
Rix, J. 1145
Robinson, M. 327
Rodriguez, A.J. 804
Romano, M.E. 973
Rosenshine, B. 555
Russell, T. 1020

Saaranen, T. 740
Sandholtz, J.H. 1104
Schelfhout, W. 874
Schnelker, D.L. 42
Scribner, S.P. 1104
See, B.H. 315
Serf, J. 986
Shank, M.J. 711
Sheffield, S. 838
Sierens, E. 874
Sim, C. 77
Sinclair, C. 263
Straub, E. 258
Struyven, K. 874
Stylianou, T. 513
Suk Lee, Y. 935

Taylor, A. 451
Taylor, A.R. 922
ten Dam, G.T.M. 647
Thistleton-Martin, J. 263
Thompson, C.S. 194
Tiquet, E. 1084
Toom, A. 246
Tossavainen, K. 740
Tsai, C.-C. 363
Turunen, H. 740
Tyler, K.M. 998

Umar, A. 777

Van Damme, J. 1
van Driel, J. 437
Van Eekelen, I.M. 408
Vaughn, B. 838
Vermunt, J.D. 408
Vertio, H. 740

Wade Boykin, A. 998
Walton, T.R. 998
Wang, H. 233
White, P. 315
Wilson, E.K. 22
Wilson, G. 353

Yogev, A. 32
Yogev, S. 32

Zembylas, M. 120

ELSEVIER

Teaching and Teacher Education 22 (2006) XII–XV

TEACHING AND TEACHER EDUCATION

www.elsevier.com/locate/tate

Subject Index

Acculturation 233
Administrative control 1104
Affect 303
Anthropology of education 788
Assessment criteria 150
Attitudes towards science 503
Autonomy 922, 1094

Beginning teachers 219, 1055
Behaviour management 377
Behaviour problems 377
Beliefs 946
Burnout 1042

Caring teaching 120
Change 424
Changing teacher practice 580
Chinese teachers 1042
Citizenship 986
Classroom complexity 337
Classroom interactions 555, 592
Classroom practice 1
Classroom research 538, 547, 612
Classroom-based research 580, 592
Clinical experiences 1118
Cognitive aspects 337
Collaboration 205, 1006
Collegiality 179
Communities of practice 77
Community of learners 647
Complexity 353
Conation 303
Constructivism 363, 1094
Constructivist teaching 529, 874
Context-sensitive assessment 150
Continuous assessment 150
Cooperating teachers 263, 377, 910
Critical friend 700
Critical self-reflection 759

Cultural and linguistic diversity 627
Cultural orientation 998
Culture 998
Curriculum 135, 337
Curriculum change 804
Cyprus 513

Democracy 986
Developmental transformation 675
Developmentally appropriate practice (DAP) 935
Differentiation 1145
Discipline 377
Distributed leadership 961
Diversity 135

Early childhood 465
Education change 327
Education reform 804
Education standards 804
Educational centres 478
Educational change 395
Educational environment 179
Educational equity 538, 627
Educational organizational learning 478
Educational theory 538
Effective education 946
Elementary 424
Elementary school teacher candidates 1068
Elementary teaching 973
Emotional intelligence 1042
Emotional labour 120
Emotions 120
Empowerment 961
Enculturation process 788
England 986
Equity, Critique of educational policies 804
Evidence-based instruction 838
Experience sampling methodology 592

Facet theory 722
Field experiences 205
Foreign-trained teacher candidates 233

Goal-orientation 58
Group dynamics 179

Health nurse 740
Heteronormativity 826
High-risk students 555
Higher education 395
Holistic assessment 150
Hong Kong 1042

Identity 219, 675
Immigrant teachers 164
Immigrants 766
Immigration 164
In-service teacher education 700
Inclusion 1145
Inclusive education 513
Individual attitudes of teachers 1068
Individual differences in cognitions 303
Individual interest 303
Induction supporters 84
Inductive teacher training 874
Initial teacher education 451
Inner city high schools 812
Inner city teacher 812
Inquiry-based learning 864
Instructional tasks 563
Integration of theory and practice in teacher education 246
Interactive process analysis 547
Interest research 538
Interviews 233
Italian travellers 788

Japan 766

Knowledge integration 281

Learning activities 555
Learning and emotions 592
Learning barriers 478
Learning influences 592
Learning outcomes 612
Learning processes 547
Learning rates 555
Learning theory 563
Learning while working 246
Learning-focused teaching 874
Lesson study 922
Linguistic and cultural background 233
Literacy 424
Literacy education 194
Low-income 766

Marginalisation 759
Memory 547
Mentoring 84, 700, 1055
Mentors 700
Microgenetic methods 547
Models and modelling 437
Motivation 58, 263
Multilevel analysis 1
Multimode programme of teacher education 246

National educational policy 804
Nature of science 363
Non-graded primary 1130
Novice teachers 722

Occupational wellbeing 740
Ontario schools 233
Otherness 759

Pedagogy 194, 1094
Pedagogy of teacher education 1020
Peer coaching 700
Perceptions 451, 946
Performance 478
Personal mastery 478
Power 675
Practical knowledge 580
Practicing teachers 973
Practicum 353, 910
Practicum supervisor 377
Pre-service teacher education 100, 205, 675
Pre-service teachers 281, 946
Primary education 465
Primary physics pedagogical content knowledge 503
Primary teacher education 503
Probationer teachers 84

Problem Based Learning 465
Process–product research 612
Professional absorption of teachers 164
Professional community 711
Professional development 179, 437, 711, 922, 1055, 1104
Professional Development Schools 205, 1118
Professional experience 263
Professional identity 327
Professional learning 563
Professional socialization 219
Prospective entrants 451
Psychoanalysis 675
Pupils' self-assessment 150

Qualitative description 150
Queer autobiography 826
Queer inclusive teacher-educator practice 826

Reflection 281, 910, 1006
Reflective practice 77, 100
Reform 1104
Research policy links 612
Research-based approach 246

Scaffolding 935
School based teacher education 647
School community 740
School conditions 961
School reform 961, 1130
School-based experience 77
School–university partnerships 205
Science education 363, 804
Science teacher education 363
Secondary teachers 711
Self study of teaching 100
Self-efficacy 922
Self-psychology 722
Sensitivity to innovation 1068
Shared vision 478
Simplified language 1145
Situated learning 233
Social constructivist teaching 529
Social justice 627
Socio-cultural theory 647
Sociocultural patterns 547
South Africa 986
Special education 838
Standards 1104
Storytelling 711
Student feedback 1006
Student learning 555
Student teacher 377, 910
Student teacher supervision 22
Student teaching 205

Taiwan 363
Teacher assessment 150
Teacher beliefs 580, 1006, 1145
Teacher change 1130
Teacher collaboration 711, 922
Teacher credential program 627
Teacher demand 315
Teacher education 58, 135, 194, 246, 327, 337, 353, 377, 395, 465, 513, 538, 563, 612, 627, 804, 910, 986, 1118
Teacher education programs 946
Teacher educators 1020
Teacher effectiveness 303
Teacher empowerment 22
Teacher expectations 722
Teacher induction 84
Teacher inquiry 205
Teacher interest 303
Teacher leadership 22
Teacher learning 437, 711, 1104
Teacher motivation 812
Teacher persistence 812
Teacher professional learning 580
Teacher professionalism 961
Teacher recruitment 315
Teacher reflection 973
Teacher research 327, 864, 1094
Teacher resilience 812
Teacher training 722, 935
Teacher-made resources 838
Teachers 766
Teachers' belief 377
Teachers' perceptions 998
Teaching 424
Teaching and learning 612
Teaching and learning myths 592
Teaching for diversity 804
Teaching for understanding 804
Teaching lobour Market 315
Teaching style 1

Team learning 478
Theory of knowledge 538
Theory–practice-relationship 1020
Transformational learning 759
Transition 675
Transmission teaching 529
United States teacher education accountability 395
United States teacher education history 395
United States teacher education policy 395
Urban teacher education 864